Unit Standard 13372

Version 6

**Perform haka**

Level 4 Credits 15

|  |
| --- |
| **Ākonga Assessment Booklet** |

|  |  |
| --- | --- |
| **Name** |  |
| **Year** (of assessment) |  |
| **Teacher** |  |
| **Assessor** (if not the teacher) |  |

**Tēnā koe**

This is your assessment booklet for Māori Performance unit standard 13372 – Perform haka.

This standard is about Māori performance so you’ll be expected to do a performance, either individually or in a group. Your kaiako will tell you more about this.

**Assessment criteria**

| **Paetae/Achievement** | **Achievement with Kaiaka/Merit** | **Achievement with Kairangi/Excellence** |
| --- | --- | --- |
| Demonstrate knowledge of the pūtake and tikanga of haka, and perform haka. | Demonstrate in-depth knowledge of the pūtake and tikanga of haka, and perform haka with expression and projection. | Demonstrate comprehensive knowledge of the pūtake and tikanga of haka, and perform haka with artistic proficiency. |

There are TWO (2) assessment tasks for this standard that you must correctly complete. The grades for this assessment include PAETAE (Achieved), KAIAKA (Merit), or KAIRANGI (Excellence). Your grade will depend on how well you research and answer the questions, and how well you perform.

The tasks are:

1 Describe/explain the tikanga and pūtake of FIVE haka, covering all three categories, in accordance with iwi traditions.

2 Perform FIVE haka items, covering all three categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each haka.

The categories of haka are - **kaioraora, pōkeka, manawa wera, ngeri, taparahi, tutungārahu, peruperu, whakatū waewae**

Your kaiako will discuss the length of time you have to complete this.

PLEASE remember to reference where you get your information from, for tasks one and two. Your kaiako will discuss this with you.

If you have any pātai, or unsure about anything, kōrero ki tō kaiako.

Kia kaha!

**Authenticity**

As per NZQA requirements:

* all work submitted for assessment must be produced by you
* the assessor will consider (and manage) the potential for work to have been copied, borrowed from another ākonga, photocopied from a book or downloaded from the internet.

It is okay for you to work with and learn from others to gather information from a variety of sources. However, the Assessor must be clear that the work to be assessed has been processed and produced by you.

To help manage authenticity of your work, where you are asked to complete any written tasks, you will be asked to use your own words as well as provide reference/s for your information.

Your kaiako will discuss this with you.

|  |
| --- |
| **Ākonga assessment task sheet** |

|  |  |
| --- | --- |
| **Outcome 1** | **Demonstrate knowledge of the pūtake and tikanga of haka** |

|  |
| --- |
| **Assessment Task 1 – Tikanga and pūtake** |
| Describe/explain the tikanga and pūtake of FIVE haka, each from different categories, in accordance with iwi traditions.The categories of haka are - **kaioraora, pōkeka, manawa wera, ngeri, taparahi, tutungārahu, peruperu, whakatū waewae**.:The information must be in your own words. Provide references for your information |

|  |
| --- |
| Haka one |
| Name |  |
| Category |  |
| Composer name |  |
| Composer iwi |  |
| Date haka was composed |  |
| Why haka was composed: |
|  |
| *Haka one continued* |
| Lyrics and translation *(add additional pages if you need).* |
|  |

|  |
| --- |
| *Haka one continued* |
| What messages, or values, do you think the composer was trying to convey, or tell people, when the haka was composed? How do they relate to te ao Māori? |
|  |

|  |
| --- |
| Haka two |
| Name |  |
| Category |  |
| Composer name |  |
| Composer iwi |  |
| Date haka was composed |  |
| Why haka was composed: |
|  |

|  |
| --- |
| *Haka two continued* |
| Lyrics and translation *(add additional pages if you need).* |
|  |

|  |
| --- |
| *Haka two continued* |
| What messages, or values, do you think the composer was trying to convey, or tell people, when the haka was composed? How do they relate to te ao Māori? |
|  |

|  |
| --- |
| Haka three |
| Name |  |
| Category |  |
| Composer name |  |
| Composer iwi |  |
| Date haka was composed |  |
| Why haka was composed: |
|  |

|  |
| --- |
| *Haka three continued* |
| Lyrics and translation *(add additional pages if you need).* |
|  |
| *Haka three continued* |
| What messages, or values, do you think the composer was trying to convey, or tell people, when the haka was composed? How do they relate to te ao Māori? |
|  |
| Haka four |
| Name |  |
| Category |  |
| Composer name |  |
| Composer iwi |  |
| Date haka was composed |  |
| Why haka was composed: |
|  |
| *Haka four continued* |
| Lyrics and translation *(add additional pages if you need).* |
|  |

|  |
| --- |
| *Haka four continued* |
| What messages, or values, do you think the composer was trying to convey, or tell people, when the haka was composed? How do they relate to te ao Māori? |
|  |

|  |
| --- |
| Haka five |
| Name |  |
| Category |  |
| Composer name |  |
| Composer iwi |  |
| Date haka was composed |  |
| Why haka was composed: |
|  |

|  |
| --- |
| *Haka five continued* |
| Lyrics and translation *(add additional pages if you need).* |
|  |

|  |
| --- |
| *Haka five continued* |
| What messages, or values, do you think the composer was trying to convey, or tell people, when the haka was composed? How do they relate to te ao Māori? |
|  |
| Reference/s |
|  |

*Kaiako (please tick)*

ER1.1 N A M E

|  |  |
| --- | --- |
| **Outcome 2** | **Perform haka** |

|  |
| --- |
| **Assessment Task 2 – Performance** |
| Perform FIVE haka items, each from different categories. The items must display ihi, wehi and wana in accordance with iwi tradition and/or the pūtake of each haka.The categories of haka are - **kaioraora, pōkeka, manawa wera, ngeri, taparahi, tutungārahu, peruperu, whakatū waewae**.: |

A few things for you to think about.

mō **Paetae/Achieved**, me:

* matatau koe ki ngā kupu
* tika te mita o tō reo, tō whakahua i ngā kupu, me te hā
* tika tō whai i te rangi
* hāngai tō tū, me te kori i tō tinana/mahi-ā-ringa, ki te/ngā tikanga me te pūtake o te haka.

mō **Kaiaka/Merit**, me:

* pūmau koe ki te tangi me te wairua o te rangi
* hāngai pū te kori o tō tinana ki te wairua me ngā kupu o te haka, ā, kia tika te tū.

mō **Kairangi/Excellence**, me:

* pakari tō tū me te korikori o tō tinana, ā, puta ana ngā mahi auaha
* ū pūmau koe ki te wairua o te rangi mai i te tīmatanga ki te whakamutunga
* puta pū te wairua o te kupu, ā, me tō tinana hoki, mai i te tīmatanga ki te whakamutunga
* tika te mahi tahi o ōu ringa me te kori o tō tinana
* eke ki te tihi o te haka, rangona ai te hā o kui mā, o koro mā.

The FIVE haka should be performed:

* the way your iwi performs haka, and/or
* the way the composer/s would expect you to perform the haka.

You will be recorded performing the FIVE haka – individually or in a group. Your kaiako will discuss how and when the recordings/performances will occur.

Kia kaha!

*Kaiako (please tick)*

ER2.1 N A M E